



Name: _____ Date: _____

CRITICAL EVALUATION OF A WEB SITE: *WEB SITES FOR USE BY EDUCATORS*

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Kathy Schrock's Guide for Educators <http://school.discoveryeducation.com/schrockguide/>

What type of connection do you have to the Internet?

- ☐ Dial-up connection
☐ High-speed connection ☐ DSL ☐ T1 ☐ T3 ☐ Broadband/cable/satellite ☐ Other

What Web browser are you using?

What is the URL of the Web page you are evaluating? <http://>

What is the name of the site?

Part 1: Technical and visual aspects of the page	YES	NO
As you look at the questions below, put an X in the yes or no column for each.		
Does the page take a long time to load?	<input type="checkbox"/>	<input type="checkbox"/>
Do any pictures or photographs on the page add to the information?	<input type="checkbox"/>	<input type="checkbox"/>
Is the spelling and grammar correct on the page?	<input type="checkbox"/>	<input type="checkbox"/>
Are there headings and subheadings on the page?	<input type="checkbox"/>	<input type="checkbox"/>
• If so, are they helpful?	<input type="checkbox"/>	<input type="checkbox"/>
Is the page signed by the author?	<input type="checkbox"/>	<input type="checkbox"/>
Is the author's e-mail address included?	<input type="checkbox"/>	<input type="checkbox"/>
Is there a date on the page that tells you when it was last updated?	<input type="checkbox"/>	<input type="checkbox"/>
• If so, is it current?	<input type="checkbox"/>	<input type="checkbox"/>
Is the format of the page standard and readable with your browser?	<input type="checkbox"/>	<input type="checkbox"/>
Is there an image map (large clickable graphic with hyperlinks) on the page?	<input type="checkbox"/>	<input type="checkbox"/>
Is there a table (columns of text) on the page? (Check the source code to be sure.)	<input type="checkbox"/>	<input type="checkbox"/>
• If so, is the table readable with your browser?	<input type="checkbox"/>	<input type="checkbox"/>
If you have graphics turned off, is there a text alternate to the images?	<input type="checkbox"/>	<input type="checkbox"/>
On supporting pages, is there a link back to the home page?	<input type="checkbox"/>	<input type="checkbox"/>
Are the links clearly visible and annotated or explanatory?	<input type="checkbox"/>	<input type="checkbox"/>
Do photographs or sound files appear on the page?	<input type="checkbox"/>	<input type="checkbox"/>
• If so, can you be sure that a picture or sound has not been edited?	<input type="checkbox"/>	<input type="checkbox"/>
• If you're not sure, should you accept the information as valid for your purpose?	<input type="checkbox"/>	<input type="checkbox"/>

Summary of Part One

Using the data you have collected above, write a short statement explaining why you would or wouldn't recommend this site to a fellow educator.

Part 2: Content As you look at the questions below, put an X in the yes or no column for each.	YES	NO
Is the title of the page indicative of the content?	<input type="checkbox"/>	<input type="checkbox"/>
Is the purpose of the page indicated on the home page?	<input type="checkbox"/>	<input type="checkbox"/>
When was the document created?	<input type="checkbox"/>	<input type="checkbox"/>
If there is no date, does the information appear to be current?	<input type="checkbox"/>	<input type="checkbox"/>
Does up-to-date information matter for your purpose?	<input type="checkbox"/>	<input type="checkbox"/>
Is the information found on the page useful for your purpose?	<input type="checkbox"/>	<input type="checkbox"/>
Would it have been easier to get the information somewhere else?	<input type="checkbox"/>	<input type="checkbox"/>
Would information somewhere else have been different? • Why or why not? <div></div>	<input type="checkbox"/>	<input type="checkbox"/>
Did the information lead you to other sources, both print and Web, that were useful?	<input type="checkbox"/>	<input type="checkbox"/>
Is a bibliography of print sources included?	<input type="checkbox"/>	<input type="checkbox"/>
Does the information appear biased? (One-sided, critical of opposing views, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
Does the information contradict something you found somewhere else?	<input type="checkbox"/>	<input type="checkbox"/>
Do most of the pictures supplement the content of the page?	<input type="checkbox"/>	<input type="checkbox"/>

Part 3: Authority As you look at the questions below, put an X in the yes or no column for each.	YES	NO
Who created the page? <div></div>		
What organization is the person affiliated with? <div></div>		
Conduct a <i>link:</i> command in a search engine to see who links to this page. Can you tell if other experts in the field think this is a reputable page?	<input type="checkbox"/>	<input type="checkbox"/>
Does the domain of the page (k12, edu, com, org, gov) influence your evaluation?	<input type="checkbox"/>	<input type="checkbox"/>
Are you positive the information is valid and authoritative? • What can you do to validate the information? <div></div>	<input type="checkbox"/>	<input type="checkbox"/>
Are you satisfied the information useful for your purpose? • If not, what can you do next? <div></div>	<input type="checkbox"/>	<input type="checkbox"/>
If you do a search in the newsgroups (i.e. Google Groups) on the creator of the page, do you find additional information that shows the Web page author is an expert in the field?	<input type="checkbox"/>	<input type="checkbox"/>

Part 4: Pedagogy As you look at the questions below, put an X in the yes or no column for each.	Y	N	N/A
Does the information on this page adhere to research-based principles of teaching?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the information on this page provide easily-replicable best-practice information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the information on the page provide links to professional teaching standards?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If the site is intended to provide professional development for educators, is the information presented using multiple modes of presentation, such as the use of text, illustrations, videos, audio, etc.?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 5: Narrative Evaluation

Looking at all of the data you have collected above while evaluating the site, explain why or why not this site is (or is not) valid for your purpose. Include the aspects of technical content, authenticity, authority, bias, pedagogy, and subject content.